

Massachusetts Board of Elementary and Secondary Education

FY2016 Annual Report
January 2017

Massachusetts Department of Elementary and Secondary Education
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Mitchell D. Chester

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary
Education
75 Pleasant Street
Malden, MA 02148

Dear Board Members,

In December 2016, the release of the 2015 Program for International Student Assessment (PISA) results showed that if Massachusetts were a nation, we would share the top spot in reading with eight other nations worldwide, and only Singapore would outperform our students in science. These results are evidence of what many of us already know: Massachusetts schools can provide a world-class education.

However, not all students are receiving a first-class education, including many students of color, students from low-income backgrounds, students with disabilities, and students who are learning English as a second language. We are committed to educating each and every student for success after high school, and we will continue to maintain the urgency that U.S. Secretary of Education John King Jr. commended us for after the PISA results were released.

This report summarizes how we have continued that work in 2015-16:

- Student assessment: The Board set us on a path toward the next-generation MCAS, which will debut in spring 2017. It will include elements of the existing MCAS, elements of PARCC, and new elements, and decisions about the test will be Massachusetts's decisions.
- School and district turnaround:
 - On district turnaround, we continue to see progress in Lawrence and positive change in Holyoke. In January 2016, after extensive review and discussion, the Board designated Southbridge Public Schools as a Level 5 (chronically underperforming) district. The district's turnaround plan is underway.
 - The Springfield Empowerment Zone, a groundbreaking voluntary partnership aimed at rapidly improving student outcomes in specific schools in Springfield, began with eight schools during the 2015-16 school year and has expanded to nine.
 - Elsewhere, three schools previously designated as Level 4 (underperforming) will exit that status as a result of meeting their turnaround goals: Bentley Academy Horace Mann Charter School in Salem, Spark Academy in Lawrence, and William N. DeBerry Elementary in Springfield.

- School climate: ESE identified and began working with selected schools and districts to reduce the use of long-term suspensions and expulsions, including disproportional rates of suspensions and expulsions for students with disabilities and/or students of color.
- Educator initiatives: Through a grant award, ESE launched Elevate Preparation: Impact Children (EPIC). The Department is working with the state's 71 teacher preparation programs with the goal that by 2022, first-year teachers prepared by those providers will show results equivalent to peers in their third year of teaching.
- Curriculum and instruction: The Board approved the updated science and technology/engineering learning standards and adopted new digital literacy and computer science standards. The Board also undertook a review of the English language arts and mathematics standards.

I am grateful to all the teachers and families who do so much for our students, and I am grateful for all that you do in service to this Board. Please know that your insight and dedication remain valuable to me, ESE, and most importantly, the students of the Commonwealth.

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education
January 2017



Paul Sagan, Chair

c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Board Members,

It has been my pleasure to serve as Chair of the Massachusetts Board of Elementary and Secondary Education since March 2015.

Our students continue to outperform their peers across the country and on international benchmarks. This success should be applauded, but there is still significant work ahead of us. The achievement gap continues to be an urgent concern, and while there has been improvement, additional attention is needed and steps must be taken to further the work of ending, not just narrowing, the gap. We are committed to providing each and every student with a quality education, and every teacher and school with the support necessary to provide that education.

There is an urgent need for us to continue to oversee the work that flowed from our November 2015 vote to create and implement a new assessment system unique to Massachusetts, as well as our work to revise the Mathematics and English Language Arts frameworks.

It is my privilege to serve with each of you, and I look forward to continuing our important work to improve outcomes for the Commonwealth's nearly one million public school students.

Paul Sagan
Chair, Board of Elementary and Secondary Education
January 2017






Introduction

Highlights of the 2015-16 Year

This report of the Massachusetts Board of Elementary and Secondary Education covers activities and initiatives of both the Board and the Department of Elementary and Secondary Education (Department or ESE) for FY16. Each year the Board is required to submit a report to inform the public and the Legislature about decisions that have been made and work that is taking place to support and continuously improve public education across the Commonwealth.

Board members engaged in discussions that were followed by key decisions. They traveled around the state to gather the public's views on PARCC and MCAS, and reviewed multiple studies comparing PARCC and MCAS before voting in November 2015 to adopt the Next-Generation MCAS for the state assessment system. Board members also traveled to Southborough to hear from members of the community and after extensive deliberation designated the district as Level 5.

The following are some of the major accomplishments of the Department in FY2016, organized under the Board's five priority areas:

	Strengthen standards, curriculum, instruction, and assessment
	Promote educator development
	Support social-emotional learning, health, and safety
	Turn around the lowest performing districts and schools
	Use technology and data to support teaching and learning



Curriculum, Instruction, and Assessment: Provide every educator with the tools necessary to promote and support student achievement.

Curriculum Resources and Events

ELA and Mathematics Standards

The Department launched a review of the 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy (ELA/Literacy)* and *Mathematics* in January 2016. The review process involved convening a statewide panel of educators charged with “developing evidence-based recommendations to refine the 2011 standards.” Panel members include K-12 teachers, department heads and curriculum coordinators, K-12 administrators, and higher education faculty. The Department also released a stakeholder survey, the results of which were used by the panel and Department staff throughout the revision process. Further, teams of content advisors were enlisted to provide additional feedback to inform draft proposals that the Board released for public comment in the fall of 2016.

Literacy and Humanities

Civic Learning and Engagement

During the 2015-16 school year, the Department launched a number of projects to support civic learning and engagement. Early in the year, the Board of Elementary and Secondary Education and the Board of Higher Education voted to adopt a [revised definition of college and career readiness](#)¹ to include readiness to participate in civic life. The Department formed a Task Force to offer recommendations for a preliminary strategic plan to promote civic learning. The group includes representatives from the Working Group on Civic Learning, Global Education Advisory Council, Community Service Learning Advisory Council, and State Student Advisory Council, as well as professional organizations and social studies educators. The Task Force met twice during the current school year, conducted additional public outreach, and initiated a new on-line feedback form as another means to gather public input. The Task Force will continue to meet through the first half of the 2016-17 school year with the goal of developing recommendations by early 2017 for a strategic plan to promote civic learning.

On May 23, 2016, the Department and the Edward M. Kennedy Institute for the US Senate hosted the first annual civics literacy conference, entitled “Serving America: Promising Practices for Building Literacy and Civic Learning.” The conference proved successful, with more than 250 educators and representatives from community organizations gathered to focus on the role civic learning plays in maintaining our democracy and strategies to increase civic knowledge and engagement among K-12 students.

The Department initiated plans to revise the 2003 MA History and Social Science Curriculum Framework, a process that will begin in January 2017 and proceed until at

¹ History and Social Science Standards: <http://www.doe.mass.edu/candi/StandardsReview/hss.html>

least June 2018. The Department established a panel of educators that will recommend revisions to that document and created a public survey to gain feedback and suggestions on revising the current framework. The Department also engaged in preliminary planning for a new state assessment in history-social science.

Writing Standards in Action Project

The Writing Standards in Action Project² is founded on the idea that all students can write well when they have effective instruction and know what quality writing looks like. The project presents examples of high-quality student writing with annotations that highlight how each piece demonstrates competence in learning standards at each grade level. The annotated samples provide a resource for teachers, administrators, parents, and students to support improved instruction and student writing. The addition of a new set of annotated samples this year brings the total number of samples to 34 in grades 1-8.

Urban Literacy Leaders Meetings

The Urban Literacy Leaders meetings this year brought together urban district ELA and English Language Learner (ELL) directors, assistant superintendents, curriculum coordinators, district and school literacy coaches, school principals, and classroom teachers. Attendees accessed various classroom resources and shared effective practices for urban classrooms. Participants also calibrated their perceptions of high-quality writing (aligned to grade level standards), and provided significant input on ESE's *What to Look For* Observation Guides for ELA.

Early Literacy and Learning

The Department coordinated the Focus on Early Literacy grant, a competitive grant available to districts in support of the statewide goal of improving literacy from kindergarten through third grade. The grant program was administered with support from several educational collaboratives which provided the expertise of early literacy specialists to participating Level 3 and 4 districts.

Science, Technology/Engineering and Mathematics (STEM)

Updated Science and Technology/Engineering Standards

The Department worked extensively with the field to conduct a comprehensive review and revision of the [Commonwealth's Science and Technology/Engineering \(STE\) standards](#)³. The Board voted in January 2016 to adopt the updated standards. The updated, voluntary curriculum framework, also referred to as a set of learning standards, outlines what students should know and be able to do at different grade levels in the areas of science, technology and engineering. Educators at the local level determine what materials and curricula they will use to help students achieve the goals laid out in the framework.

The 2016 framework includes both the learning standards and a variety of supporting materials. Each district is or will be developing its own plan for transitioning to the updated framework and the plans will take into account local conditions, initiatives and resources. The Department is making several types of resources available to districts:

² Writing Standards In Action Project: <http://www.doe.mass.edu/candi/wsa/>

³ Science and Technology/Engineering standards: <http://www.doe.mass.edu/stem/review.html>

Science Ambassadors

The Department, in partnership with the Museum of Science, trained a team of Science Ambassadors, a group of 36 individuals including teachers, higher education faculty, and administrators, who have committed to help raise awareness of the revised Science and Technology/Engineering (STE) standards in schools across the state over the next several years. In FY 16, the Ambassadors conducted 85 district presentations, reaching over 2,800 educators from 45 districts. The Ambassadors also presented at eight larger multi-district events representing more than 100 districts in the Commonwealth. This group continues to be instrumental in helping districts learn about the implications of the STE standards for curriculum and instruction and to support districts in initial implementation planning.

Digital Literacy and Computer Science Standards

In June 2016 the Board approved the Commonwealth's first Digital Literacy and Computer Science (DLCS) standards, an update of the state's previous Technology Literacy standards. The Department developed the DLCS standards in partnership with the Massachusetts Computing Attainment Network (MassCAN), a key group supporting the implementation of computer science programs in the state. The Department is also partnering with the Education Development Center, Inc. (EDC) on a National Science Foundation STEM+C Design and Development grant. This \$2.1 million award (over three years) aims to develop elementary school curriculum modules that integrate computational thinking in mathematics and science lessons in grades 1–6.

Professional Development for STEM Teachers

The Department continued to support STEM middle school teachers to implement the revised STE standards and the 2011 mathematics standards through the Massachusetts Mathematics and Science Partnerships (MMSP) Program. In FY16, 12 partnerships (three mathematics, four sciences, and five integrated STEM), involving 36 districts of which 26 are high-needs districts, offered 30 STEM professional development courses to engage almost 500 educators (about 400 from high-needs districts).

English Language Learners

The Department's Office of English Language Acquisition and Academic Achievement (OELAAA) worked with the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL), groups of stakeholders, and local and national experts to create a framework for collaboratively developing standards-based English as a Second Language (ESL) curricula. The project includes ESL model curriculum units, unit templates and rubrics, collaborative development tools, processes and protocols, a comprehensive resource guide, and a train-the-trainer model, which was rolled out in the summer of 2016. In the past two years the OELAAA has also worked with MATSOL to develop three sheltered English immersion (SEI) coaching courses for literacy coaches, math coaches, and administrators.

Rethinking Equity and Teaching for English Language Learners (RETELL)

The Board's regulations require core academic teachers with one or more English Language Learners (ELLs) in their classroom to earn the Sheltered English Immersion (SEI) Endorsement within one year of the ELL assignment. Regulations also require administrators who supervise/evaluate these teachers to earn an SEI Endorsement within one year of the assignment to teachers of ELLs. As of November 2016, the

Department issued 48,454 SEI Teacher Endorsements to educators who earned the endorsement as a result of state-offered SEI endorsement courses and other pathways to endorsement such as the SEI MTEL, courses offered by approved vendors throughout the state, and educator preparation pre-service programs. In addition, the Department has issued 4,041 SEI Administrator Endorsements. 871 of those administrators also hold the Teacher Endorsement (which is included in the 48,454 figure). The vast majority of educators have obtained the SEI Endorsement through the Department-sponsored SEI Endorsement courses.

Student Assessment

Next-Generation MCAS

In November 2015, after extensive review and discussion, the Board voted to launch work on implementing the next-generation MCAS. The test will include elements of the existing MCAS, PARCC, and new elements. Development of the test is fully under Massachusetts' control, and the test is being designed to be taken on a computer. Following the Board's decision, ESE staff established advisory workgroups to inform the development of the request for proposal (RFP) that was released in March 2016. The workgroups provided key input on communications, test administration, test development, high school testing, review of the ELA and mathematics curriculum standards, accessibility of the test, standard setting, school and district accountability, and digital learning. Department staff began work in July 2016 with the selected contractor, Measured Progress, to develop the next-generation MCAS assessments for grades 3-8 in ELA and mathematics to be given for the first time in spring 2017.

Spring 2016 Assessments in English Language Arts and Mathematics

In the spring of 2016, 243 districts administered PARCC assessments in grades 3-8 ELA and mathematics, while the remaining 118 administered MCAS. To prepare educators for the administration of each exam, Department staff provided training and outreach via face-to-face and virtual trainings, along with three "office hours" conference calls during administration. These trainings were provided for over 1000 educators to prepare them for test administration and answer questions as they arose.

Department staff served in a number of different roles within the PARCC consortium through the end of the reporting period for the 2016 administration:

- Served as PARCC State Lead
- Participated in the test development effort for ELA/Literacy and mathematics
- Oversaw planning and implementation for PARCC operational tests; and
- Served as members of Operational Working Groups related to all aspects of the PARCC tests, including: item reviews, forms construction, forms reviews, editorial reviews, test administration materials, and research and psychometrics.

MCAS Results: Addressing Achievement Gaps⁴

Between 2007 and 2016, achievement gaps in the percentage of students scoring proficient or higher on the grade 10⁵ English Language Arts (ELA) assessment were

⁴MCAS State Report: http://profiles.doe.mass.edu/state_report/mcas.aspx

narrowed considerably. The gap between African American/ Black students and white students was narrowed by 21 percentage points, while the gap between white students and Hispanic or Latino students was narrowed by 19 percentage points. Respectively, these reductions represent a 68 percent and 56 percent narrowing of the 2007 ELA gaps.

Achievement gaps on the MCAS mathematics assessment were also reduced between 2007 and 2016. The gap in percentage of African American/ Black students and white students scoring proficient or higher was narrowed by 5 percentage points. The gap between white students and Hispanic or Latino students was narrowed by 4 percentage points. Respectively, these reductions represent a 17 percent and 12 percent narrowing of the 2007 mathematics gaps.

MCAS Alternative Assessment

ESE has trained and supported 3,000 special educators to ensure that high-quality MCAS Alternate Assessment (MCAS-Alt) portfolios were compiled and submitted for 8,745 students with significant disabilities across the state. The learning outcomes in the *Resource Guide to the 2011 Curriculum Frameworks for Students with Disabilities* were updated and were used as the basis for the MCAS-Alt in all subjects and grades. A new ELA–Writing assessment was introduced in 2016 for students taking the MCAS-Alt in grades 3–8 and 10, replacing the ELA Composition in grades 4, 7, and 10.

MCAS Appeals

735 students were awarded a Competency Determination in one or more subjects through the MCAS performance appeals process (67 percent of the 1101 submitted appeals). Appeals were submitted in English language arts (of 51 students, 22 were granted); mathematics (of 510 students, 333 were granted); and science and technology/engineering (of 540 submitted, 380 were granted, as follows: in Biology, 323 granted of 457 submitted; Intro Physics, 40 granted of 53 submitted; and Chemistry, 4 granted of 7 submitted).

ACCESS for ELLs

In 2016, 83,729 students in Massachusetts who were reported as English language learners in grades K–12 participated in the ACCESS for ELLs English proficiency tests, including 1,322 students who participated in Alternate ACCESS for ELLs, the alternate assessment for English proficiency. The overall participation rate was 98 percent, the same percentage as 2014 and 2015. In 2016, 33,762 students (about 40 percent) participated in a computer-based (online) ACCESS for ELLs test, while 50,260 students (60 percent) participated in a paper-based test. The percentage of students who performed at the highest levels (Level 5 and Level 6) on the ACCESS tests in 2016 increased from 2015 for all grades except grade 8, which remained the same. The grades 3 and 4 proficiency levels showed the highest percentage increase of 13 points.

College and Career Readiness

Expanding Early Warning Indicator System (EWIS)

⁵ Spring 2016 state-level achievement and growth results in grades 3–8 ELA and Mathematics are not available because most students in Massachusetts participated in the PARCC test. Only grade 10 MCAS results can be continuously compared between 2007 and 2016.

The purpose of the EWIS tool is to provide information to districts on the likelihood their students will reach key academic goals. The EWIS tool provides risk levels for high school students related to their readiness to meet postsecondary outcomes.

The postsecondary EWIS model will provide indicators for students meeting college success outcomes:

- College Enrollment: likelihood to enroll in postsecondary education.
- Academic Readiness: likelihood for success in credit-bearing college courses in English and mathematics at the college freshman level.
- Persistence: likelihood for students to persist from the first to second year of postsecondary education.

New Skills For Youth

In the spring of 2016, the Council of Chief State School Officers (CCSSO), in partnership with the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), awarded a 6-month planning grant of \$100,000 to ESE. CCSSO's initiative, called New Skills for Youth (NSFY), has two overarching goals:

- To dramatically increase the number of students in the U.S. who successfully complete career pathways that begin in secondary school and culminate in postsecondary degrees and/or industry credentials with labor market value; and
- To catalyze transformational approaches to the design and implementation of programs and policies to increase students' career-readiness in a cohort of leading states and disseminate lessons learned to the rest of the country.

Through the NSFY planning grant, MA developed a Three-Year Career Readiness Action Plan for 2017-2019 to scale up career development education and career pathways to support our goal of college and career readiness for all students. The 25 states that received planning grants in 2016 are eligible to apply for three-year implementation grants in the fall of 2016.

Expanding Career and Technical Education (CTE) Access – CTE Partnership Grants

In the spring of 2016, the Department's Office for College, Career and Technical Education awarded \$107,200 in CTE Partnership Planning Grants to nine school districts and three community colleges to support regional and local partnerships to expand existing and/or develop new CTE programs and initiatives that increase student access to CTE opportunities, primarily through more effective use and integration of existing capacity and resources. Priorities for funding included serving traditionally underserved populations, defined as out-of-school youth/young adults without high school diplomas or the equivalent; linguistic and/or racial minority students; students with disabilities; English language learners; and economically disadvantaged students. The twelve planning grantees are eligible to apply for implementation grants for up to \$150,000 in the fall of 2016.

Adult and Community Learning Services

The Department's Office of Adult and Community Learning Services (ACLS), in collaboration with the Department of Career Services, Massachusetts Rehabilitation Commission, and the Department of Transitional Assistance released the Massachusetts Workforce Innovation and Opportunity Act (WIOA) Combined State Plan in April 2016. The ACLS team participated in the state's WIOA Steering Committee and

several subcommittees, including the Performance Measurements Workgroup and the Out-of-School Youth Working Group. In collaboration with the Executive Office of Education, ACLS is developing a funding opportunity that will be guided by the 13 federal considerations under WIOA, as well as the Indicators of Program Quality (IPQs) that the Department will use for monitoring and site visits. In preparation for the new funding cycle, the office is developing a new accountability framework based on WIOA measures that will be piloted over the next two years for implementation in 2018-2019.



Promote Educator Development: *Ensure that every classroom in the Commonwealth is staffed by an effective educator and that schools and districts are organized to support student achievement and success.*

Equitable Access to Quality Education

The Department sponsored its 2016 Spring Convening “Expanding Opportunities for Every Student, Every Educator, Every School.” Representatives from approximately 150 districts and collaboratives and 33 educator preparation programs joined ESE for a day of interactive workshops featuring promising practices from MA educators on initiatives and resources that promote equitable access to quality education, including:

- Giving and receiving high quality feedback
- Looking at data from an equity lens
- District and educator preparation partnerships
- ELA, math, and science curriculum resources
- Integrating social-emotional skills with instructional strategies
- Understanding the impact of poverty on student outcomes

The Department received approval from the US Department of Education in August 2015 of the Massachusetts Plan for Equitable Access to Excellent Educators. The Equity Plan explores ongoing work and new strategies to ensure that all of the Commonwealth’s students have access to excellent teachers. The Department began implementation of the plan’s strategies to close inequities in the rates at which subgroups of students are assigned to experienced, in-field and effective educators. In the 2015-16 school year, an [Equity Professional Learning Network](#)⁶ of nine districts used data on equity gaps to develop diverse strategies addressing these gaps.

The equity work includes piloting and refining the Student Learning Experience Report available through Edwin Reports (accessible to districts). The Student Learning Experience will provide districts a report that allows them to find the rates at which different student groups, or individual students, have been assigned to teachers of record with various levels of experience, licensure, and other characteristics. As a result of this tool, Massachusetts is well positioned to support its districts in targeting equity gaps related to student assignment and take on the equitable access data requirements under the Every Student Succeeds Act (ESSA).

The Department also created the [Massachusetts Equity Playbook](#)⁷. The Playbook provides overviews of and links to resources that can help schools and districts address inequities in access to educators, with a focus on: Educator Preparation, Educator Effectiveness, and Inclusive Practice. To build upon the Educator Effectiveness Guidebook for Inclusive Practice, the Department created an online course: Foundations for Inclusive Practice.

Educator Induction and Mentoring

In October 2016, the Department released its first annual [Induction and Mentoring Report](#)⁸, which catalogs the induction and mentoring activities in place to support

⁶ Equity Professional Learning Network: <http://www.doe.mass.edu/educators/equitableaccess/ee-pln.html>

⁷ Massachusetts Equity Playbook: <http://www.doe.mass.edu/educators/equitableaccess/Playbook.pdf>

⁸ Induction and Mentoring Report: <http://www.doe.mass.edu/educators/mentor/2016/InductionMentoring.pdf>

educators across the Commonwealth who are in their first year of practice. The annual report requirements and components are outlined in [603 CMR 7.12\(3\)](#)⁹.

The goals of the annual report are to:

1. Encourage district reflection on current induction and mentoring practices so districts may identify strengths and areas for further development;
2. Provide ESE with data so the agency can identify promising induction and mentoring practices to share across districts and understand areas where the agency can provide additional supports and resources to districts.

Educator Evaluation

The 2015-16 school year marked the first year that all educators in all districts participated in an evaluation process aligned to the state framework, due to an initial staggered rollout. Districts largely reported that their efforts to implement stronger evaluation systems had a favorable impact. For example, in a statewide survey of superintendents and principals administered in the spring of 2016, 95% or more of both groups reported that their teacher evaluation systems help identify specific areas where teachers can improve student learning and their own practice. Over 80% of both groups agreed or strongly agreed that their evaluation systems were effective in identifying outstanding and struggling teachers and in supporting teacher growth and development. Superintendents and principals also broadly agreed that their administrator evaluation systems were effective.

The Board heard directly from a panel of stakeholders at its May 2016 meeting about the successes and challenges associated with this initiative. At the June meeting, the Board revisited the topic of educator evaluation, hearing from local and national experts about the role that measures of student learning should play in the evaluation of educators. These conversations will continue into the 2016-17 school year, as the Board considers whether and how to revise the state evaluation framework to address stakeholder feedback about the challenges associated with evaluating educator impact on student learning.

Educator Preparation

During the 2015-2016 year, the Department continued implementing a rigorous process of program review to evaluate the effectiveness of educator preparation providers in the Commonwealth. The [2014-2015](#)¹⁰ and [2015-2016](#)¹¹ culminating reports outline summary findings and results of these reviews. In addition, beginning in September 2016 all providers are now fully implementing the Candidate Assessment of Performance, requiring candidates to pass a set threshold of readiness before being endorsed for initial licensure.

The Department also launched several new initiatives in 2015-2016 in support of improved preparation through our [Elevate Preparation: Impact Children \(EPIC\) grant](#)¹². This includes, for instance, embedding mixed-reality simulations in preparation


⁹ 603 CMR 7.12(3): <http://www.doe.mass.edu/lawsregs/603cmr7.html?section=12>

¹⁰ 2014-2015 Educator Preparation Formal Review Cycle Culminating Report: <http://www.doe.mass.edu/edprep/resources/2014-15FormalReviewReport.pdf>

¹¹ 2015-2016 Educator Preparation Formal Review Cycle Culminating Report: <http://www.doe.mass.edu/edprep/resources/2015-16FormalReviewReport.pdf>

¹² Elevate Preparation: Impact Children (EPIC) grant: <http://www.doe.mass.edu/edprep/EPIC/>

coursework; funding continuous improvement efforts, improving the data systems that link outcomes to preparation; launching district/preparation partnership networks; and supporting innovative partnership models with districts.

	<p>Support Social-Emotional Learning, Health, and Safety <i>Promote systems and strategies that foster safe, positive, healthy, and inclusive learning environments and address students' varied needs in order to improve educational outcomes for all students. Key levers in this work include safe and supportive school climate and culture, and effective family engagement.</i></p>
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Collaborative for Academic, Social, and Emotional Learning (CASEL) Collaborating States Initiative

The Department was selected to participate in the [Collaborating States Initiative \(CSI\)](#)¹³ led by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This work will involve receiving technical assistance from CASEL, as well as other states across the country, to help Massachusetts promote [social and emotional learning \(SEL\)](#)¹⁴ with the goal of creating conditions that will support statewide implementation of SEL in preschool through high school. To reach this goal, the Department plans to:

- Explore ways to incorporate social-emotional learning into the Massachusetts curriculum frameworks
- Update and expand guidelines for implementing SEL curricula
- Engage with SEL stakeholders throughout the process on these and other initiatives
- Add tools to the Guidebook for Inclusive Practice specific to Lesson Planning for SEL

Safe and Supportive Schools Framework and Tool

The Department is working in collaboration with the [Safe and Supportive Schools Commission](#)¹⁵ to update and refine a safe and supportive schools framework and self-assessment tool. This work will include recommendations presented to the Board for approval. These resources provide guidance to schools on the creation of safe and supportive schools that improve education outcomes for all students, and build off of the Department's current online resource, the Behavioral Health and Public Schools [\(BHPS\) Framework and Self-Assessment Tool](#)¹⁶, which continues to be piloted by [grantee districts](#)¹⁷ and others. Additionally, the work includes considering and recommending ways the state and school districts can better align, integrate, and streamline initiatives.

Multi-Hazard Planning Training

A part of a 2.5 year grant from the U.S. Department of Education School Emergency Management Office, the Department has been providing Multi-Hazard Planning training to school districts and public safety teams on a county by county basis. Training teams include representatives from local law enforcement, fire departments, and school district personnel. The course provides local teams with the knowledge, skills, and tools needed to refine or develop multi-hazard plans as well as how to conduct table-top

¹³ Collaborating States Initiative (CSI): <http://www.doe.mass.edu/news/news.aspx?id=23934>

¹⁴ Social and emotional learning (SEL): <http://www.doe.mass.edu/candi/SEL/>

¹⁵ Safe and Supportive Schools Commission: <http://www.doe.mass.edu/ssce/safety.html?section=commission>

¹⁶ Behavioral Health and Public Schools Framework and Self-Assessment Tool: <http://bhps321.org/>

¹⁷ Safe and Supportive Schools Grantee Districts: <http://www.doe.mass.edu/grants/2016/awards/335.html>

exercises and functional drills. Trainings are held regionally to ensure that neighboring communities can establish and/or expand upon relationships that are necessary in incidents that require mutual aid from one or more surrounding communities. Our partners in the trainings are the Massachusetts State Police, Federal Emergency Management Agency, University of Massachusetts Medical School, and Fire/Safety personnel. One-day trainings are also being implemented to assist school districts in developing comprehensive Medical Emergency Response Plans. During the 2015-2016 school year, ten regional trainings were provided for districts across the state on the FEMA course for Emergency Management Planning in Schools. Additionally, three one-day regional trainings were provided on developing Medical Emergency Response Plans.

Regulations on Use of Physical Restraint

On January 1, 2016, new regulations adopted by the Board took effect that govern the use of physical restraint on students in publicly funded elementary and secondary education programs, including all Massachusetts public school districts, charter schools, virtual schools, collaborative education programs, and the school day of approved special education schools. The intent of the regulations is to ensure that students are free from the use of physical restraint that is inconsistent with specified requirements, and that physical restraint is used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. The Department has developed tracking and reporting tools to assist districts and schools to meet restraint data review and submission requirements. Additionally, the Department continues to provide technical assistance and professional development opportunities to work toward reducing the use of physical restraint in Massachusetts schools.

Youth Health and Risk Behaviors

In August 2016, the Department released the [*Health and Risk Behaviors of Massachusetts Youth 2015-Executive Summary*](#). The report summarizes the findings of the Department-administered Youth Risk Behavior Survey (YRBS) and the Department of Public Health-administered Youth Health Survey (YHS). These surveys, administered bi-annually to a statewide sample of middle and high schools students, provide longitudinal and emerging data on adolescent health. The results are used to support initiatives, policies, and practices to meet the social, emotional and health needs of students. The full report will be released in 2017.

Standards for PreK and Kindergarten Social Emotional Learning and Approaches to Play and Learning (SEL/APL Standards)

In 2015-2016 ESE partnered with the Department of Early Education and Care (EEC) to support CES (Collaborative for Educational Services) in developing a train-the-trainer introductory course on the pre-K and kindergarten standards which were new in 2014. In early 2016 more than 50 teams of educators across the state completed the training on how to facilitate this course, and proceeded to present the course in their home districts. This course reviews the SEL/APL Standards and provides strategies for using the standards intentionally to support all children in early education settings. It includes modules on family engagement and special populations, as well as SEL curriculum, instruction, and assessment. The online version of the course, as well as additional modules for families and for administrators regarding supporting SEL in early childhood, continues to be available through CES.

Social Emotional support indicators integrated into the *Elements of High Quality Full Day Kindergarten*

In 2015 the Early Learning Team at ESE worked with its Program Quality Workgroup to create and pilot the *Elements of High Quality Kindergarten* document and corresponding self-assessment tool. More than 80 full-day kindergarten grant districts in SY 2015-2016 used the *Elements* Self-Assessment as a tool to evaluate program quality in multiple areas. Indicators of high quality kindergarten practices related to supporting students' social and emotional competencies are prominent in several elements.

Rethinking Discipline Initiative

The Department is working with more than three dozen schools and districts to reduce the inappropriate or excessive use of long-term suspensions and expulsions, including disproportional rates of suspensions and expulsions for students with disabilities and/or students of color. The network functions as a forum in which educators and administrators can learn with and from each other as they discuss their ongoing efforts, reflect on the challenges they face, and draw up plans to continue effective efforts and adjust practices as necessary. Lessons learned (by districts and the Department) will help inform other districts in the state addressing these challenges.

Systems for Student Support

The Department's Systems for Student Success Office (SSSO) supports turnaround efforts in Level 3, 4, and 5 schools and districts by helping them take an integrated and systemic approach to supporting the social emotional and academic needs of all students, especially students living in poverty. Key work in 2015-2016 involved developing model tiered systems of support with six districts with the long-term goal to develop a cadre of districts to serve as demonstration sites for other districts across the Commonwealth. Teacher teams from the six districts and other high need districts were provided professional development on the topics of Positive Behavior Interventions and Supports (PBIS), Universal Design for Learning (UDL), and Tiered Math Instruction. SSSO sponsors free graduate-level online courses through the Massachusetts FOCUS Academy. The courses cover 11 topics including Universal Design for Learning, differentiated instruction, assessing students with disabilities who are English language learners, co-teaching, creating positive learning environments, and partnering with families of students with disabilities. Teacher teams from high need districts are prioritized.

The Wraparound Zones (WAZ) initiative aims to build district and school capacity to systematically address students' social emotional and academic barriers to learning. The initiative particularly focused on fostering a positive school climate, designing proactive systems to identify and address student needs, developing students' social emotional readiness, and effectively collaborating with families and the community. An evaluation of the WAZ initiative found that it had a positive qualitative and quantitative impact, including statistically significant gains on math and English language arts MCAS scores. The impact was particularly strong for English language learners and students in earlier grades. To document and disseminate lessons learned and strategies from the initiative, ESE has published a "[Wraparound Zone Replication Cookbook](https://sites.google.com/site/masswazcookbook/home)".¹⁸

Substance Abuse Prevention and Recovery

¹⁸ Wraparound Zone Replication Cookbook: <https://sites.google.com/site/masswazcookbook/home>

The Department has posted [guidance on school policies regarding substance use prevention](#)¹⁹. Additionally, the Department began working on guidance and regulations related to Recovery High Schools where students can earn a high school diploma and are supported in their recovery for alcohol and drug abuse addiction and disorder.

Problem Resolution System

The Problem Resolution System Office (PRS) received, investigated, and resolved 585 formal complaints from parents, advocates and agencies. The most significant numbers of complaints were received in relation to special education (241), bullying (66), discipline (39), student residency and enrollment (29), access to student records (29), and issues regarding the implementation of accommodations pursuant to a Section 504 plan (14). Access for parents was improved by translating the Department's complaint forms and notices into 9 major languages in addition to English.

¹⁹ Guidance on substance use prevention: <http://www.doe.mass.edu/ssce/Guidance-SubstanceUsePrevention.docx>



Accountability and Assistance: *Strengthen every district's capacity to raise student performance and close proficiency gaps, with a focus on explicit, monitored standards and accelerated improvement in the lowest performing schools and districts.*

District and School Assistance Centers

The Department's six District and School Assistance Centers (DSACs) provided support for 120 Level 3 and two Level 4 schools in the 2015-2016 school year, with an emphasis on schools in the lowest percentiles in the accountability structure. DSAC supports are aligned with the Turnaround Practices, incorporating lessons learned from Level 4 research into the next tier of assistance. DSACs worked in close collaboration with the Department's Office of Special Education Planning and Policy to focus targeted support on improving outcomes for economically disadvantaged students. A limited grant provided opportunity for districts with high rates of economically disadvantaged students to extend professional development and implementation of strategies focused on economically disadvantaged students.

District and School Turnaround

The Department identified one Level 4 (underperforming) school, Madison Park Vocational High School. Level 4 schools are identified from among the lowest performing, least improving schools in the state. Madison Park successfully competed for a \$1.6 million award of federal School Redesign Grant funds to support the school's turnaround plan strategies to rapidly improve student achievement.

Through the Monitoring Site Visit process, Department staff benchmarked progress in all Level 4 schools to assess the level of implementation of the research-based Turnaround Practices²⁰:

- Leadership, Shared Responsibility, and Professional Collaboration
- Providing Student-Specific Instruction and Supports for All Students
- Intentional Practices for Improving Classroom Instruction
- School Culture and Climate: A Safe, Respectful, and Collegial Culture for Students and Teachers.

Decisions were made regarding whether schools initially identified as Level 4 in 2010, 2011 and 2012 qualified to exit Level 4 status or to remain in Level 4. Two schools exited to Level 1, one school exited to Level 3, and fourteen schools remained in Level 4. No Level 5 schools were identified in FY16.

During the 2015-2016 school year, the four existing Level 5 schools continued the work of implementing their school turnaround plans, with significant emphasis placed on several key strategies. One strategy was the frequency and quality of professional development for staff. Each Level 5 school spent between two and four weeks during the summer of 2016 engaged in professional development with teachers and staff and built ongoing structures to provide further professional development throughout the school year.

While there is still significant work to be done in terms of improving overall student achievement at each of the schools, student testing data from the 2015/2016 school

²⁰Turnaround Practices: <http://www.mass.gov/edu/docs/ease/accountability/turnaround/practices-report-2014.pdf>

year showed that three of the four Level 5 schools achieved significant gains in their overall school percentile ranking.

Lawrence Receivership

Lawrence implemented its fourth year of the district turnaround effort. Key initiatives included: fostering high-performing autonomous schools; reducing central office and shifting resources to schools; bringing in partners to operate and support schools; renewing the district turnaround plan; increasing vacation- and summer-learning opportunities; increasing enrichment opportunities; implementing the new teacher contract; expanding teacher leadership opportunities; continuing the high school transformation; and expanding pre-school and kindergarten programs. Each school's program is tailored to the needs of its students. The district's proficiency rates in English language arts, mathematics and science have increased during the receivership. The graduation rate has increased every year by 37% or 19.5 percentage points since 2011 (from 52.3% to 71.8%); the dropout rate has been cut nearly in half during this same time period. The school population is growing and school facilities will need to expand in future years to accommodate the growth. Work is proceeding with the Massachusetts School Building Authority to obtain funding for the most pressing facility needs.

We are very encouraged by the work in Lawrence. The district is being watched nationally, including being a model for the other turnaround efforts. In spring of 2015 the Commissioner renewed Lawrence's Level 5 District Turnaround Plan for an additional three-year term. System-wide, Lawrence Public Schools has unified and raised expectations for teaching and learning through the district's Four Pillars framework:

- I. Rigorous Standards: Creating rigorous, standards-based curricula and assessments
- II. High-quality Enrichment Opportunities: Creating opportunities for students to participate in activities such as musical theater, step dancing, and athletics
- III. Mindset: Inculcating the value of hard work and a growth mindset in our students
- IV. Critical Thinking: Ensuring that higher-order thinking skills are embedded in classroom lessons.

The renewed Lawrence turnaround plan will continue to serve as a roadmap for the coming years.

Holyoke Receivership

Holyoke's Level 5 turnaround plan was released on October 1, 2015, and is driven by five strategic priorities:

- High Quality Instruction for All
- Personalized Pathways
- Supporting Empowered Schools
- Engaged Students, Families and Community
- An Effective and Thriving Workforce.

During the 2015-2016 school year, Holyoke undertook several initiatives as part of the turnaround plan. A major area of focus was supporting every K-8 school in developing plans for extending the school day (full day plans) for students to 7.5 hours. The increased time allows for more time for professional learning and collaboration, as well as additional opportunities for student enrichment. The district engaged in a redesign of its central office, which led to approximately \$700,000 being reallocated directly to

schools. The district has engaged in a multi-year secondary redesign project, which includes a new program where all 9th grade students in the district now attend a 9th grade academy at Holyoke High School and are eligible to participate in exploratory opportunities at Dean Technical High School. Upon completing 9th grade, students can decide to stay at Holyoke High School or apply for admission to Dean. The district expanded its dual-language program by size and program location, serving students in grades pre-K through 2nd grade in two schools, Metcalf Elementary School and EN White Elementary School. With the support of the Massachusetts School Building Authority, the district engaged in a comprehensive facility study that offered multiple options and strategies for introducing new buildings into the district's portfolio of schools.

Southbridge Receivership

On January 26, 2016, after extensive review and discussion, the Board of Elementary and Secondary Education voted to designate Southbridge Public Schools as a chronically underperforming ("Level 5") district, thereby authorizing Commissioner Chester to appoint a receiver for the district. At the time of designation, Southbridge was among the lowest performing districts in the state in terms of the percentage of students who scored Proficient or Advanced on the 2015 MCAS assessments. On March 22, 2016, the Commissioner announced Dr. Jessica Huizenga as Southbridge's receiver, effective May 2, 2016. The district's turnaround plan was released on June 24, 2016 and identifies the following priority areas:

- I. Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities (SWDs) and English learners (ELs);
- II. Developing a district-wide professional culture of highly effective teaching and leadership;
- III. Creating the conditions to enable and apply evidence-informed decision-making;
- IV. Establishing systems and processes to cultivate and leverage family engagement and community partnerships; and,
- V. Organizing the district and reallocating resources to ensure high-quality management, accountability, system-wide coherence, and sustainability.

In-District Receiver Models: Dearborn and Springfield Empowerment Zone

Four schools under review for exit decisions from Level 4 opted to implement in-district receiver models to promote capacity-building and invigorate their turnaround efforts. In December 2014, Boston Public Schools (BPS) Superintendent John McDonough selected BPE to be the external operator to operate the Dearborn 6-12 STEM Academy (DSA). During the first year of implementation, DSA focused intentionally on establishing a culturally proficient school climate, curricula, and instructional practices. Staff began the year with 150 home visits to families of DSA students and held meetings where family and community members were invited to hear about the school's progress, share ideas and to think together about next steps. Over the course of the year staff collaborated closely with students and families to implement small learning communities, an advisory structure, and a social-emotional-environment curriculum to facilitate a respectful, supportive and collaborative learning environment. DSA had moderate improvement during this first year of implementation increasing the annual PPI to 88, exceeding its target of 75. Work continues to improve student performance and to develop the school's STEM programming. DSA expanded to include grade 11 this year and will have its first class of seniors in school year 2016-2017.

Similarly, in February 2015, Springfield Public Schools appointed a board, with four members appointed by the state and three representatives of Springfield Public Schools, to serve as the in-district receiver for the nine middle schools that now comprise the Springfield Empowerment Zone (SEZP). SEZP piloted a new approach to school support through the use of Chief School Partners (CSP). Coaches provided by CSP work with the instructional leaders and the principal at each school, providing coaching and mentoring as the school leaders work with the teachers to implement each school's turnaround plan. During April vacation over 500 students participated in math-focused Empowerment Academies, receiving an additional 25 hours of math instruction. Preliminary growth results of this model of support to students indicate that students who participated in the Academy, on average, had a median growth percentile 9 points higher than that of their peers who did not participate in the program. Overall year one state test results from the Zone reflect modest gains and highlight continued challenges.

The Department partnered with the Department of Early Education and Care to administer the competitively awarded four-year federal *Preschool Expansion Grant*. This funding expands high quality preschool programs in five Level 4-5 communities (Boston, Holyoke, Lawrence, Lowell, and Springfield). Approximately 850 additional four-year olds are participating in programs that will serve as models for expanding high quality preschool to all 4-year-olds from low-income families across the state.

Charter and Innovation Schools

Two new charter schools opened their doors for the first time in fall 2015: Bentley Academy Horace Mann Charter School in Salem, and Springfield Preparatory Charter School in Springfield. The annual charter application review cycle was completed, with the Board voting to award two new charters in February 2016 to New Heights Charter School of Brockton (up to 735 students) and Libertas Academy Charter School (up to 630 students).

The Board's and Department's actions with respect to charter schools included the following:

- Renewed 13 charter schools for 5-year terms, 6 of which were part of the second cohort of charter schools that opened in the fall of 1996.
- Granted 6 charter school expansion requests totaling more than 1,500 new seats.
- Revoked the charter of one Commonwealth charter school
- Disbursed approximately \$991,065 in federal charter school performance grant funds (start-up \$637,100, dissemination \$353,965).
- Partnered with the Massachusetts Charter Public School Association (MCPSA) to provide professional development to charter schools on secondary transition planning.

Massachusetts Expanded Learning Time (ELT) Grant²¹

Expanded Learning Time grants were awarded to 22 schools, serving over 12,000 students. In February 2016 the Department filed the ELT Report with the Legislature. models that provide good return on investment, with a focus on both affordability and assessing the cost of creating opportunity for additional schools and districts to offer more time for their students and educators.

²¹ Expanded Learning Time Grant report to the legislature: <http://www.doe.mass.edu/research/reports/2016/02ELT-CostExpenditures.pdf>



Technology and Data: *Use technology and data to support teaching and learning helping schools access technology tools and expertise to support digital literacy.*

Digital Literacy and Responsibility Course

Pursuant to Mass. General Laws c. 71, § 94, to identify and publish online courses aligned with state academic standards available for district use, the Department made available a free, four-hour course for middle and high school students²². The course covers basic technology concepts, introduces students to careers in science, technology, mathematics, and engineering, and places them in virtual environments to tackle issues including privacy, security, cyber-bullying, digital relationships, and the viral nature of the web. In FY16, 7,964 students from 82 schools took the course, representing 30,240 learning modules completed and 15,120 hours of learning. After taking the course, students increased their scores on course assessment tests by an average of 63 percent.

Digital Connections Partnership Schools Grant²³

The Office of Digital Learning administered the second round of this competitive, matching state grant program to bridge the digital divide that exists in some schools across the Commonwealth and to strengthen 21st century teaching and learning. The state match provided funding for infrastructure (Wi-Fi and broadband); the local match funded any combination of infrastructure, devices for students and educators, professional development, and assistive technology. The projects positively impacted 13,567 students and 938 educators in 27 schools; communities will match this investment with approximately \$538,882 from local, private, and federal funding streams.

Commonwealth of Massachusetts Virtual Schools²⁴

Following a renewal inspection conducted by ESE staff in November 2015, on February 23, 2016 the Board voted to renew the certificate for the Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District (GCVS) for a period of three years, with conditions. The Department conducted an accountability review of the TEC Connections Academy Commonwealth Virtual School District (TECCA) in February 2016. In May 2016 TECCA applied to renew its certificate, which expires on June 30, 2017. (A renewal inspection was conducted on November 2016). The Commonwealth of Massachusetts Virtual Schools Legislative Report will be submitted in early 2017 so that the results of the Fall 2016 accountability determinations and TECCA renewal inspection can be included.

#GoOpen²⁵

On February 26, 2016, Massachusetts was recognized by the U.S. Department of Education as one of 14 #GoOpen states committed to helping school districts and educators access high-quality, openly-licensed educational resources. Switching to openly licensed educational materials will enable school districts to repurpose funding typically spent on static textbooks for other pressing needs, such as investing in the transition to digital learning.

²²Free K-12 Courses and Activities: <http://www.doe.mass.edu/odl/FreeActivities.html>

²³Digital Connections Partnership Schools Grant: <http://www.doe.mass.edu/grants/2017/dcpsg/>

²⁴Commonwealth of Massachusetts Virtual Schools: <http://www.doe.mass.edu/odl/cmvs/>

²⁵#GoOpen initiative: <http://tech.ed.gov/open/>

Future Ready²⁶

On December 10, 2015 Massachusetts was one of 17 states to launch a Future Ready initiative, developed by the U.S. Department of Education and the Alliance for Excellent Education in October 2014 to help district superintendents and their teams effectively lead the transition to personalized, digital learning. The “Future Ready Pledge” signifies a commitment by district leaders to work with educators, families, and community members to make all schools in their districts Future Ready Schools. Over 20% of Massachusetts superintendents signed the pledge in FY16.

EducationSuperHighway Partnership²⁷

Beginning in FY16, the Massachusetts Department of Information Technology (MassIT), the Executive Office of Education (EOE), and the Department launched a three-year partnership with EducationSuperHighway (ESH), a national nonprofit, to help districts connect their schools to affordable, high-speed broadband. The partnership is supported by a \$1 million contribution by Strategic Grant Partners, a Massachusetts-based venture philanthropy firm.

E-Rate Program²⁸

E-rate is a federal program that provides technology discounts for schools and libraries. In FY16 the program committed \$43.4 million to Massachusetts districts to upgrade their school technology infrastructure. E-rate is administered by the Universal Services Administrative Company (USAC) under the oversight of the Federal Communications Commission (FCC).

²⁶ Future Ready Schools initiative: <http://futureready.org/>

²⁷ EducationSuperHighway: <http://www.educationsuperhighway.org/>

²⁸ E-Rate Program: <http://www.doe.mass.edu/odl/funding/E-rate/>

Education Related Laws

2015-2016

The following laws relating to the Department of Elementary and Secondary Education (ESE) have been enacted during the 2015-2016 189th Legislative Session. The laws are listed in chronological order of approval.

LEGISLATION

An Act relative to relative to state personnel

[Chapter 19 of the Acts of 2015](#)

Approved: 05/04/15

Effective: 05/04/15

Early Retirement Incentive

An Act relative to the essex north shore agricultural and technical school district

[Chapter 41 of the Acts of 2015](#)

Approved: 06/30/15

Effective: 06/30/15

Extends the deadline for chapter 95 of the Acts of 2014 to take effect. Beginning July 1, 2016, employees of the district will be eligible to participate in all group insurance programs and benefits administered by the group insurance commission.

An Act establishing a state workforce development board

[Chapter 142 of the Acts of 2015](#)

Approved: 12/02/15

Effective: 12/02/15

Establishes a Workforce Development Board to promote innovative and performance driven models for workforce development. The Secretary of Education serves on the Board.

An Act relative to substance use, treatment, education and prevention

[Chapter 52 of the Acts of 2016](#)

Approved: 03/14/16

Effective: 03/14/16

Requires public schools to prepare a substance abuse prevention and education plan, notify parents and students, and file the plan with ESE. ESE, in collaboration with the Department of Public Health (DPH), will provide guidelines on its website to assist schools with developing and implementing the plan and ESE (with DPH) must recommend two grade levels at which students will be screened in schools for substance abuse. Subject to appropriation, districts will use a substance use screening tool that is approved by ESE (with DPH) by the 2017-2018 school year and districts shall report aggregate data within 90 days of screening to DPH. ESE shall notify each school district in writing of the requirement to screen students for substance use disorders pursuant to this section. ESE (with DPH) shall create a notice and opt-out form relative to substance use disorder screenings. MASC, MASS, and MCPSA to report to ESE and the Joint Committee on Mental Health and Substance Abuse on compliance with Chapter 71 Section 96 (substance abuse prevention policy requirement for public schools) by 07/01/16.

ESE's *Guidance on School Policies Regarding Substance Use Prevention* is posted at: <http://www.doe.mass.edu/ssce/Guidance-SubstanceUsePrevention.pdf#search=%22guidance%22>.

An Act to improve public records

Chapter 121 of the Acts of 2016

Approved: 06/13/16

Effective: 01/01/17

Promotes greater electronic access by urging departments to put more documents online and distribute documents that already exist electronically in an electronic format. Requires a timely agency response to public records requests.

BUDGET LAWS

FY15

An Act making appropriations for the fiscal year 2015 to provide for supplementing certain existing appropriations and for certain other activities and projects

Chapter 119 of the Acts of 2015

Approved: 11/02/15 (in part)

Effective: 11/02/15

The fall FY15 supplemental budget appropriated \$4.5 million including \$3.8 million for mental health counselors in schools and an additional \$630,000 in foundation reserve funding. Outside Section 4 provides for consolidated Human Resources for the Department of Higher Education, the Department of Early Education and Care and the Department of Elementary and Secondary Education. Outside Section 34 establishes a task force on child sexual abuse prevention on which the Commissioner of Elementary and Secondary Education sits.

FY16

An Act making certain appropriations for fiscal year 2016 – General Appropriation Act (GAA)

Chapter 46 of the Acts of 2015

Approved: 07/17/15 (in part)

Effective: 07/01/15

The General Appropriation Act contains total state spending of \$38.34 billion, of which ESE receives \$5.1 billion, approximately 13.3 percent of the state budget for FY16, over 95 percent of which is local education aid, grant funding, or reimbursement for cities, towns, and regional school districts. The budget plan places particular emphasis on increasing local education aid for districts. The FY16 total appropriation for K-12 education represents an increase of \$144.1 million above FY15. The FY16 state budget allocates \$27.4 million for ESE to administer its responsibilities, approximately 0.5% of the total state budget for K-12 education.

Some budget line items of particular note:

Line 7061-0008 appropriates \$4.51 billion for Chapter 70 state aid, representing an increase of \$111.2M (2.5%) over FY15.

Line 7061-0012 funds \$271.6 million for the Special Education Circuit Breaker program, which is an increase of \$18.2 million over the FY15 budget of \$253.4 million.

Line 7035-0006 funding for Regional School Transportation Costs is at \$59 million, which is a \$2.5 million increase over the FY15 budget of \$56.5 million.

New grant programs:

7061-9812 Child Sexual Abuse Prevention.....\$150,000

Some outside sections that are of significance to ESE and elementary and secondary schools:

Section 3. Requires that health care costs for retired teachers not be considered part of net school spending for any district in which such costs were not considered part of net school spending in fiscal year 1994, and in which such district did not already accept the provisions of chapter 165 of the acts of 2014.

Section 7. Creates a STEM advisory council on which the Commissioner of Elementary and Secondary Education will serve as an ex-officio member.

Section 31. Creates an Economic Trust Fund to, in part, establish financial literacy programs as well as college and career readiness programs. The commissioner of elementary and secondary education serves on the board of trustees.

Section 63. Authorizes the Massachusetts Computing Attainment Network (MassCAN) to collaborate with the department of elementary and secondary education to develop new voluntary computer science standards for K-12.

An Act making appropriations for the fiscal year 2016 to provide for supplementing certain existing appropriations and for certain other activities and projects

[Chapter 70 of the Acts of 2016](#)

Approved: 4/1/2016

Effective: 4/1/2016

The spring FY16 supplemental budget appropriates \$1.8 million for the student assessment account.

An Act making appropriations for the fiscal year 2016 to provide for supplementing certain existing appropriations and for certain other activities and projects

[Chapter 283 of the Acts of 2016](#)

This FY16 supplemental budget funds the state student assessment line item 7061-9400 for an additional \$8.75 million.

**Board of Elementary and Secondary Education Members,
2015-2016**



Paul Sagan, Chair

Dates of service: 2015 - present

c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Sagan is an Executive in Residence at General Catalyst Partners in Cambridge, MA. From 1998 until 2013, Paul Sagan was a member of the executive team of Akamai Technologies, Inc., a leading Internet services company based in Cambridge, where his responsibilities including serving as CEO, president and chief operating officer. Prior to joining Akamai, Sagan served in various executive positions at Time Warner Cable and Time Inc., where he helped to found several Internet businesses. Sagan was also a senior advisor to the World Economic Forum, and he has served on the boards of numerous advisory panels and educational organizations including for the Massachusetts Institute of Technology, Northwestern University, the Alliance for Business Leadership, Massachusetts Business Leaders for Charter Public Schools, and the National Security Telecommunications Advisory Committee. In addition, Sagan is a director of three public companies with headquarters in Massachusetts: Akamai, EMC Corp. and iRobot Corp. He is also a director of VMware, Inc. He received his Bachelor of Science from Northwestern University and was a Fellow at the Shorenstein Center at the Harvard University Kennedy School of Government. Sagan is a resident of Cambridge.



James O'S. Morton

Dates of service: 2012 - present

YMCA of Greater Boston
316 Huntington Avenue
Boston, MA 02115

James O'S. Morton is the 13th President and CEO of the YMCA of Greater Boston. James joined the Greater Boston Y in 2015 after serving at YMCAs in Hartford, CT and Springfield, MA YMCAs. Prior to joining the YMCA of Greater Boston, James served as President and CEO of the YMCA of Greater Hartford where the Y experienced double digit growth in contributions; developed innovative programming; improved the membership engagement experience; and built many collaborative relationships. He led a successful \$15 million capital campaign and launched a new strategic plan to guide the work of the organization.

He also has a deep personal and professional connection to work force development and education having served as a leader to two work force development agencies and was an educator in the Springfield, MA public school system.

James earned a Bachelor of Arts in sociology from the University of Wisconsin and a Juris Doctorate from Northeastern University School of Law. He is a current member of the Massachusetts Bar Association, serves on the Commonwealth of Massachusetts' Board of Elementary and Secondary Education, and is a trustee of Springfield College. In addition, he has served on numerous YMCA of the USA committees and task forces around brand management, executive leadership and multiculturalism.

James has a compelling personal history that exemplifies the positive impact that the Y makes. With an African-American father and mother of Irish descent, James laughingly often introduces himself as "Black Irish", and his background and personality provide him with a unique ability to forge meaningful connections with everyone that he meets. James is a world class runner and continues to run competitively. In 2008, James was the national Master's champion and #2 in the world in the 800 meter, in his age bracket.



Katherine Craven

Dates of service: 2014 – present
Babson College
Chief Administrative Officer
231 Forest Street
Babson Park, MA 02457-0310

Katherine Craven currently serves as the Chief Administrative Officer of Babson College, one of the nation's leading business colleges. Katherine began her career as a budget director and policy advisor to the Massachusetts House of Representatives Committee on Ways and Means. Craven was named Executive Director and Chief Executive Officer of the newly created Massachusetts School Building Authority in 2004, where she won plaudits for her effective management and leadership. While leading the School Building Authority, Craven was also named First Deputy Treasurer of the Commonwealth. Craven left the School Building Authority and the Treasurer's Office in 2011 when she was appointed Executive Director of the UMass Building Authority and Assistant Vice President for Capital Finance for the University of Massachusetts. Craven received a Bachelor of Arts in History from Harvard University. She is a resident of Brookline, where she lives with her husband and four children. Her appointment fills the vacancy left by Board member Beverly Holmes, who stepped down from the Board last year. Craven fills the business seat on the Board.

**Ed Doherty**

Dates of service: 2014 – present
AFT Massachusetts
38 Chauncy St. Suite 402
Boston, MA 02111

Ed Doherty's involvement in public schools began sixty-four years ago when he entered the first grade at the Patrick F. Lyndon School in West Roxbury. He graduated from Boston Latin School in 1963, and then went on to Boston College. In 1967, Ed began his career in education as an English teacher at Boston Technical High School. While teaching he earned his Master's Degree in Education at Boston State College, and later a Master of Arts in English at UMass Boston.

Ed's family is also heavily involved in public education. His wife Bea is a former ESL teacher in Boston; both their daughters attended the Boston Public Schools (his daughter Allison is now a Special Education teacher at West Roxbury High School); and now Ed and Bea have grandchildren attending the Boston Public Schools at the Franklin D. Roosevelt Elementary School in Hyde Park.

When Ed and Bea's children attend the Boston Schools, they both became very active in the Parent Councils, and in the 70's and 80's Ed served on the Executive Board of the City-Wide Education Coalition. The CWEC was a group of educators, parents, and community leaders dedicated to building and preserving a quality, integrated public school system in Boston.

In 1975 Ed left the classroom to work full time for the Boston Teachers Union. In 1983 he was elected President of the BTU, a position which he held for twenty years. While serving as BTU President he attended Harvard University on a part time basis and earned his Doctorate's Degree in Education. In 2003, Ed left the BTU to become the Special Assistant to the President of the American Federation of Teachers Massachusetts, the position that he currently holds.

Over the years Ed has served on a number of Boards including, the Executive Council of the American Federation of Teachers, the AFT Massachusetts Executive Board, the Executive Council of the Massachusetts AFL-CIO, and MassPartners for Public Education.

Ed and Bea have recently purchased a home in Hyde Park.



Roland Fryer

Dates of service: 2015 – present
44 Brattle Street, 5th floor
Cambridge, MA

Roland G. Fryer, Jr. is the Henry Lee Professor of Economics at Harvard University and faculty director of the Education Innovation Laboratory (EdLabs). Fryer's research combines economic theory, empirical evidence, and randomized experiments to help design more effective government policies. His work on education, inequality, and race has been widely cited in media outlets and Congressional testimony.

Professor Fryer was awarded a MacArthur "Genius" Fellowship and the John Bates Clark Medal -- given by the American Economic Association to the best American economist under age 40. Among other honors, he is a fellow of the American Academy of Arts and Sciences and a recipient of the Calvó-Armengol Prize and the Presidential Early Career Award for Scientists and Engineers. At age 30, he became the youngest African-American to receive tenure at Harvard.

His current research focuses on education reform, social interactions, and police use of force.

Before coming to Harvard, Fryer worked at McDonald's (drive-thru, not corporate).



Margaret McKenna

Dates of service: 2014-present; Chair, 2014 – 2015

President
Suffolk University
c/o Massachusetts Department of Elementary and
Secondary Education
75 Pleasant Street
Malden, MA 02148

Margaret McKenna, president of Suffolk University in Boston, is an educator and lawyer who has spent her career advocating for social justice. She was appointed the University's 10th president in 2015. McKenna began her career as a civil rights attorney for the U.S. Department of Justice. Later in her career, she served as the deputy counsel in the White House, as undersecretary of the U.S. Department of Education, and led the education transition team for President Clinton. McKenna's experience in higher education includes serving as vice president of Radcliffe College and as president of Lesley University for 22 years. She also served as a fellow at the Institute of Politics at Harvard University. During her tenure at Lesley, the college grew from 2,000 to more than 10,000 students, from a college to a university, and from a small regional college to a nationally recognized leader in teacher education. While leading the Walmart Foundation from 2007 – 2011, McKenna created a strategy that

emphasized hunger relief, education, and the economic empowerment of women. During her term, the foundation provided more than \$900 million in grants annually. McKenna is an author, speaker, and expert on issues of educational access, women's economic empowerment, hunger, and social change leadership. She has served on five corporate boards and dozens of non-profit boards and is the recipient of 10 Honorary Degrees. She also serves as the vice chair of the Beth Israel Deaconess Medical Center Board.



Michael Moriarty

Dates of service: 2015-present

Olde Holyoke Development Corporation
70 Lyman Street
Holyoke, MA 01040

Michael Moriarty is a lifelong resident of Holyoke, where he served for 13 years on the school committee. He was instrumental in the formation of the Holyoke Early Literacy Initiative, a community wide collaborative focused on increasing the number of students that are proficient in reading by the end of third grade. He has also been a vocal advocate for arts education.

In 2013, Attorney Moriarty was named the executive director of a community development corporation based in Holyoke. Olde Holyoke Development Corporation is a mission driven non-profit that believes every resident of Holyoke should live in a dignified home and a safe, attractive neighborhood. Prior to joining the company, he was a practicing attorney focused on real estate and civil matters. In the 1980's, he was a teacher at William R. Peck Junior High School. He has also taught at Holyoke Community College, and retains an active educator's license.

He is a graduate of the Catholic University of America (BA '85) and Western New England University School of Law (JD '93). He is married to Attorney Susan Turcotte Moriarty. They are the parents of two children, who like Mike, are proud products of the Holyoke Public Schools.



Penny Noyce

Dates of service: 2012-present

c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Penny Noyce is a founding trustee of the Noyce Foundation, which since 1991 has supported US public education with a focus on mathematics and science. With a B.A. from Harvard and an M.D. from Stanford, Penny practiced as an internist in Boston and Wellesley for several years. From 1993-2002 Penny was co-PI of the \$16 million NSF-

and state-funded PALMS initiative to improve mathematics and science education K-12 in Massachusetts. Penny has served on several non-profit and foundation boards including the Libra Foundation, TERC, the Rennie Center of Education Research and Policy, the Concord Consortium, the Gulf of Maine Research Institute, and more. The mother of five children, Penny is a founder of Tumblehome Learning, author of several works of middle grade fiction, and editor of a book on formative assessment in education.



James Peyser
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1403
Boston, MA 02108

Jim Peyser was appointed Secretary of Education by Governor Charlie Baker in January 2015. He is the former Managing Director at NewSchools Venture Fund, a non-profit grant-making firm that seeks to transform public education in high-need urban communities by supporting innovative education entrepreneurs. From 1999 through 2006, Secretary Peyser served as Chairman of the Massachusetts Board of Education. Prior to joining NewSchools, Secretary Peyser was Education Advisor to Governors Bill Weld, Jane Swift and Mitt Romney, where he helped shape state policy regarding standards and assessments, school accountability, and charter schools. In 1995, he served as Under Secretary of Education and Special Assistant to Governor Weld for Charter Schools. He spent seven years as Executive Director of Pioneer Institute for Public Policy Research, where he helped to launch the Massachusetts Charter School Resource Center, which supported the development of the state's first charter schools. Prior to joining Pioneer, Jim held various positions at Teradyne, Inc. in Boston, an electronic test equipment manufacturer.

Jim holds a Master of Arts in Law and Diplomacy from The Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University

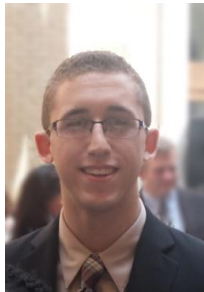


Mary Ann Stewart
Dates of service: 2014 – present
c/o Massachusetts Department of
Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Mary Ann Stewart was appointed Parent Representative to the Massachusetts Board of Elementary and Secondary Education by (then) Governor Patrick in August 2014. From 2010-2012, she served as President of the Massachusetts PTA and continues to serve on the state PTA Board as a Member-at-Large. She also serves as a member of the National Advisory Council for Media Literacy Now.

Mary Ann is a parent of three and resides in Lexington. She has been active in the schools and in town government, serving as an elected representative to Town Meeting since 2006 and on the School Committee from 2009-2014 where she lead as Chair from 2011-2012.

Mary Ann has served in numerous leadership roles at the local, state, and national levels. She is a champion of children, youth, and families, and her experience in organizational development and passion for advocacy and creativity has leveraged engagement in professional and volunteer settings alike. Mary Ann received her Bachelor of Science from the University of Massachusetts for Music Education.



Donald Willyard

Dates of service: 2014 – June 2016
Chair, State Student Advisory Council c/o
Massachusetts Department of Elementary and
Secondary Education
75 Pleasant Street
Malden, MA 02148



Mitchell D. Chester

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA02148

Mitchell Chester began serving as Commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary and Secondary Education in January.

Dr. Chester began his career as an elementary school teacher in Connecticut, and later served as a middle school assistant principal and district curriculum coordinator. From there he moved to the Connecticut State Department of Education where he oversaw curriculum and instructional programs. In 1997, he was named the Executive Director for Accountability and Assessment for Philadelphia, where he headed the offices of Assessment, Research, and Evaluation, Student and School Progress, and Pupil Information Services. In 2001 he moved to Ohio, where he served as the Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, overseeing standards, assessments, accountability, policy development, and strategic planning.

Dr. Chester has presented nationally on accountability, assessment, and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and

assessment and accountability. Dr. Chester holds a doctorate in Administration, Planning, and Social Policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester.

Appendix: Education Statistics

1. Summary Data

Districts and schools, 2015-2016

Districts*	407
Schools*	1,854
Elementary	1,143
Middle/junior high	315
High school	396
Commonwealth Virtual Schools	2
Educational Collaboratives	26
Charter Schools	
Commonwealth	71
Horace Mann	10

*Charter schools and Commonwealth Virtual schools are included in both district and school figures.

Source: *Massachusetts State Profile*

2. Student Data: Assessment – MCAS and PARCC

Student performance, 2016 MCAS, percent of achievement levels by grade and subject

Grade	Subject	Advanced	Proficient	Needs Improvement	Warning/ Failing
3	Reading	10%	48%	31%	11%
	Mathematics	38%	32%	17%	13%
4	English language arts	11%	50%	25%	14%
	Mathematics	25%	33%	29%	13%
5	English language arts	22%	45%	21%	11%
	Mathematics	31%	31%	23%	15%
	Science and tech/eng	16%	31%	38%	14%
6	English language arts	22%	50%	17%	11%
	Mathematics	32%	31%	21%	16%
7	English language arts	15%	62%	14%	9%
	Mathematics	27%	30%	23%	21%
8	English language arts	19%	60%	11%	10%
	Mathematics	31%	27%	22%	20%
	Science and tech/eng	6%	35%	40%	19%
10	English language arts	47%	45%	6%	3%
	Mathematics	54%	24%	15%	8%
	Science and tech/eng	29%	44%	21%	5%

Source: Massachusetts State Profile—Assessment, <http://profiles.doe.mass.edu/>.
http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00000000&orgtypecode=0&

Student performance, 2016 PARCC, percent of achievement levels by grade and subject

Grade	Subject	Level 5	Level 4	Level 3	Level 2	Level 1
3	English language arts/Literacy	5%	47%	23%	14%	11%
	Mathematics	15%	42%	24%	13%	6%
4	English language arts/Literacy	13%	43%	25%	13%	6%
	Mathematics	8%	45%	25%	16%	7%
5	English language arts/Literacy	8%	55%	23%	10%	4%
	Mathematics	11%	44%	26%	15%	5%
6	English language arts/Literacy	11%	47%	26%	12%	5%
	Mathematics	9%	39%	28%	18%	7%
7	English language arts/Literacy	22%	39%	22%	11%	7%
	Mathematics	9%	39%	30%	16%	6%
8	English language arts/Literacy	15%	45%	22%	11%	7%
	Mathematics	10%	39%	22%	16%	13%
	Algebra I	17%	67%	12%	4%	1%
3-8	English language arts/Literacy	12%	46%	24%	12%	7%
	Mathematics	10%	41%	26%	16%	7%

NOTE: Achievement Levels:

Level 4 and 5: Met or Exceeded Expectations (750-850)

Level 5: Exceeded Expectations (varies by grade - 850)

Level 4: Met Expectations (750 - varies by grade)

Level 3: Approached Expectations (725-749)

Level 2: Partially met Expectations (700-724)

Level 1: Did not meet Expectations (650-699)

Source: *Massachusetts State Profile—Assessment*, <http://profiles.doe.mass.edu/>.

3. Student Data: Dropout and Graduation Rates

Annual dropout data for selected demographics, 2014-2015

	Total HS enrollment	Number of dropouts	Annual dropout rate	Percent of all dropouts
Total	288,934	5,346	1.9%	N/A
Grade				
9	76,671	1,492	1.9%	27.9%
10	72,959	1,280	1.8%	23.9%
11	71,266	1,218	1.7%	22.8%
12	68,038	1,356	2.0%	25.4%
Race/ethnicity				
African American	26,330	792	3.0%	14.8%
Asian	16,736	118	0.7%	2.2%
Hispanic or Latino	46,175	2,048	4.4%	38.3%
Native American	708	24	3.4%	0.4%
Native Hawaiian or Pacific Islander	291	8	2.7%	0.1%
Multi-race, non-Hispanic	6,603	160	2.4%	3.0%
White	192,064	2,196	1.1%	41.1%
Sex				
Female	142,682	2,160	1.5%	40.4%
Male	146,252	3,186	2.2%	59.6%
Special populations				
English language learners	15,463	885	5.7%	16.6%
Economically Disadvantaged	64,020	2,143	3.3%	40.1%
Students with disabilities	44,876	1,556	3.5%	29.1%

NOTE: 2016 dropout data are not yet available until the end of January.

*Source: [Education](#) Data Services Office

Four-year cohort graduation rates, class of 2015

	Graduates			Non-high school graduates			
	N in cohort	4-year grad rate	Still in school	Non-grad complet er	GED	Dropped out	Expelled
Overall	72,474	87.3%	5.6%	1.1%	0.9%	5.1%	0.1%
Race/ethnicity							
African American	6,486	77.5%	11.3%	2.0%	0.8%	7.7%	0.1%
Asian	4,135	92.4%	3.8%	1.1%	0.5%	2.2%	0.0%
Hispanic or Latino	11,040	72.2%	10.4%	3.2%	1.3%	12.8%	0.0%
Multi-race, non-Hispanic	1,555	85.9%	6.0%	0.6%	1.4%	6.1%	0.0%
Native American	195	79.5%	10.3%	1.5%	1.5%	6.7%	0.5%
Native Hawaiian or Pacific Islander	80	83.8%	6.3%	3.8%	1.3%	5.0%	0.0%
White	49,001	91.6%	3.9%	0.4%	0.8%	3.2%	0.0%
Sex							
Female	35,662	90.0%	4.1%	1.1%	0.8%	3.9%	0.0%
Male	36,812	84.7%	7.1%	1.1%	0.8%	6.2%	0.1%
Special populations							
English language learners	4,905	64.0%	14.3%	7.1%	0.4%	14.1%	0.0%
Low-income / Economically Disadvantaged	31,301	78.2%	8.9%	2.0%	1.3%	9.5%	0.0%
Students with disabilities	13,840	69.9%	16.6%	2.5%	1.1%	9.7%	0.0%

Note: The cohort four-year graduation rate measures the percentage of first-time ninth graders who graduate within four years. 2016 cohort data are not yet available until the end of January.

Source: http://profiles.doe.mass.edu/state_report/gradrates.aspx

4. Educator Data

Teachers in Massachusetts, 2015-2016

Total number of teachers	72,384
Percent of teachers licensed in teaching assignment	97.4%
Percent of classes in core academic areas taught by teachers identified as highly qualified	96.3%
Student to teacher ratio	13.2 to 1
Average teacher salary*	\$74,782

*This number reflects 2015 data.

Source: Massachusetts State Profile – Teachers, <http://profiles.doe.mass.edu/>.
http://profiles.doe.mass.edu/state_report/teachersalaries.aspx

Educator licenses, renewals, and waivers

License	Description	2015	2016
Educator licenses issued*		21,354	21,839
Preliminary	First license for people who have not completed an approved educator preparation program; valid for five years	4,761	4,624
Initial	First license for people who have completed an educator preparation program; valid for five years	10,120	10,413
Professional	Second license for people who have been employed for at least three years under an initial license; must be renewed every five years	5,691	5,996
Temporary	Temporary license for experienced teachers from another state; valid for one year	413	398
Vocational	Licenses issued for educators in vocational schools (may be Preliminary, Initial, Professional, or Temporary)	369	408
Endorsement	A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.	15,643	19,096
Initial Extension	The Initial license is valid for five years of employment and may be renewed at the discretion of the Commissioner for an additional five years	468	830
Renewals and waivers issued**			
Renewals	Renewals of professional licenses for experienced educators***	13,437	11,174
Waivers	Waivers of licensure requirements for districts that have made a good-faith effort to hire a licensed or certified educator for a particular position but have been unable to find one	905	938

Notes: The descriptions of the licenses are in general terms and are not meant to fully detail all the pathways to each license.

*Data are for calendar years.

**Data are for fiscal years.

***The licensure renewal cycle requires educators that hold a professional license to renew every five years. 2014 (June) was the fourth major renewal cycle since the implementation of license renewal.

Source: Educator Licensure Office.

5. District Data

Chapter 70 aid, FY16

	State total
Foundation enrollment*	942,120
Foundation budget*	\$10,090,177,272
Required minimum local contribution	\$ 5,977,554,009
Chapter 70 aid	\$4,511,467,180
Required net school spending	\$10,489,021,188
Actual net school spending	\$12,671,682,864

*For further explanation of this terminology, see School Finance: Chapter 70 program.

<http://finance1.doe.mass.edu/chapter70/>

Source: FY16 Chapter 70 Aid and Net School Spending Requirements, Net School Spending Trends

<http://www.doe.mass.edu/finance/chapter70/profile.xlsm>

Per pupil expenditures, FY15

Pupils	
Enrolled at the district	913,266
Tuitioned out of district	69,107
Total pupils	982,372
Expenditures per pupil in the district	\$14,431
Administration	\$531
Instructional leadership	\$976
Classroom and specialist teachers	\$5,619
Other teaching services	\$1,176
Professional development	\$197
Instructional materials, equipment, and technology	\$431
Guidance, counseling, and testing	\$442
Pupil services	\$1,430
Operations and maintenance	\$1,140
Insurance, retirement, and other	\$2,489
Expenditures per pupil outside the district	
Payments to other districts	\$21,606
Total expenditures	\$14,672,368,958
Total expenditures per pupil	\$14,936

Source: <http://www.doe.mass.edu/finance/statistics/ppx13.html>

District and school improvement rating summary, 2016

Statewide Totals by Level	Districts		Schools	
	#	%	#	%
Level 5	3	1%	4	0%
Level 4	7	2%	33	2%
Level 3	62	16%	265	16%
Level 2	233	61%	794	49%
Level 1	80	21%	525	32%
Total	385	100%	1,621	100%
Insufficient Data*	22	--	233	--

* Schools and single school districts with insufficient data to be eligible for a level are schools ending in grade PK, K, 1 or 2, very small schools, and schools without four full years of data.

Source:

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/school-and-district-reports.html>

6. Agency Information

State education funding, FY16 Budget Summary

7010-0005	Department of Elementary and Secondary Education	\$13,596,057
7010-0012	Programs to Eliminate Racial Imbalance - METCO	\$20,142,582
7010-0020	Bay State Reading Institute	\$400,000
7010-0033	Literacy Programs	\$2,000,000
7010-0050	Education Evaluation Grant Program	\$300,000
7010-0060	Mental Health and Substance Abuse Counselor Grant Program	\$4,300,000
7027-0019	Connecting Activities	\$3,025,000
7027-1004	English Language Acquisition	\$2,805,319
7028-0031	School-Age Children in Institutional Schools and Houses of Correction	\$8,094,937
7030-1002	Kindergarten Expansion Grants	\$18,589,713
7035-0002	Adult Basic Education	\$30,660,279
7035-0006	Transportation of Pupils - Regional School Districts	\$59,021,000
7035-0007	Non-Resident Vocational Students Transportation	\$1,750,000
7035-0008	Reimbursement for Transportation of Homeless Students	\$8,350,000
7035-0035	Advanced Placement Math and Science Programs	\$2,700,000
7053-1909	School Lunch Program	\$5,426,986
7053-1925	School Breakfast Program	\$4,671,323
7061-0008	Chapter 70 Payments to Cities and Towns	\$4,511,882,199
7061-0011	Foundation Reserve	\$3,130,000
7061-0012	Circuit Breaker - Reimbursement for Special Education Residential Schools	\$271,639,859
7061-0029	Educational Quality and Accountability	\$978,747
7061-9010	Charter School Reimbursement	\$80,500,000
7061-9011	Innovation Schools	\$296,898
7061-9200	Education Technology Program	\$771,681
7061-9400	Student and School Assessment	\$25,720,227
7061-9404	MCAS Low-Scoring Student Support	\$4,294,804
7061-9406	College and Career Readiness	\$500,000
7061-9408	Targeted Intervention in Underperforming Schools	\$7,906,297
7061-9412	Extended Learning Time Grants	\$14,223,492
7061-9611	After-School and Out-of-School Grants	\$2,310,000
7061-9612	Safe and Supportive Schools Grant	\$500,000
7061-9614	Alternative Education Grants	\$250,000
7061-9619	Franklin Institute of Boston	\$1
7061-9626	Youth-Build Grants	\$2,000,000
7061-9634	Mentoring Matching Grants	\$500,000
7061-9804	Teacher Content Training	\$200,000
7061-9810	Regional Bonus Aid	\$275,800
7061-9811	Creative Challenge Index	\$200,000
7061-9812	Child Sexual Abuse Prevention	\$150,000
	TOTAL	\$5,115,363,001

Retained Revenues		
7061-9601	Teacher Certification Retained Revenue	\$1,750,519

Source: http://www.mass.gov/bb/gaa/fy2016/app_16/dpt_16/hdoe.htm